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ABSTRACT

The Kinder Lernen Deutsch (Children Learn German) project, begun in 1987, is designed to promote German as a second language in grades K-8. The project is premised on the idea that the German program will contribute to the total development of the child and the child's personality. Included in this guide are a selection of recommended core materials for K-8 German classes, a list of criteria for evaluating teaching materials, and a bibliography of commercially-produced instructional texts, teaching manuals and supplementary library materials that are available to school districts wishing to begin German programs. (JL)

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Kinder Lernen Deutsch

Materials Evaluation Project

Grades K - 8

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We are particularly grateful to the members of the Materials Evaluation Committee: Horst Bussiek, Fachberater from the Georgia Department of Education, Helena Anderson Curtain, Milwaukee Public Schools, Carol Ann Pesola, Concordia College (MN), and Pat Pillott, Ferndale Public Schools (MI). Our association is indeed fortunate to have such experts in the field among its members.

We also acknowledge the advice and support of the Kinder Lernen Deutsch Task Force which met in May 1988 with Goethe Institute Chicago assistance: Hildegard Beyer, Horst Bussiek, Neva Christensen, Ulrike Criminale, Helena Anderson Curtain, Jens Peter Green, Gisela Griffin, Lynn Haire, Richard Hartzell, Chris Joslin, Renate Ludanyi, Carol Ann Pesola, and Hans-Georg Salm.

Publishers and Suppliers who submitted materials to the KLD project:

Adler's Foreign Books
915 Foster St.
Evanston, IL 60201-3199

Gessler Publishing Co. Inc.
55 West 13th St.
New York, NY 10011

Gilde-Buchhandlung Carl Kayser
Buchhandlung und Verlag GmbH
Poststr. 16
5300 Bonn 1
Federal Republic of Germany

Langenscheidt Publishers
46-35 54th Road
Maspeth, NY 11378

National Textbook Company
4255 West Touhy Ave.
Lincolnwood, IL 60646-1975

KINDER LERNEN DEUTSCH
MATERIALS EVALUATION PROJECT
GRADES K-8

INTRODUCTION

The Kinder Lernen Deutsch materials evaluation project came about because of the need to identify materials appropriate for the elementary school German classroom in grades K-8. School districts wishing to begin German programs can use the resources identified here as the basis for articulated or non-articulated programs.

Materials were collected from school districts throughout the United States who responded in May 1988 to an AATG survey regarding elementary school foreign language programs. These materials were collected at the AATG headquarters, together with commercial materials submitted by publishers and distributors.

The materials recommended below are of high quality, and to the best of the participants' judgment, they can be used successfully to start and maintain a German program in the elementary school. It is important to note that the project participants examined only those materials that had been submitted, and they may have missed others of excellent quality because they were not available at the time.

It must be emphasized that the attached lists are not a definitive statement but are the beginnings of an ongoing project.

PHILOSPHY

The philosophy of second language education for children, on which project members are in basic agreement, supports the selection of materials below. Paramount is the idea that the German program will contribute to the total development of the child and the child's personality. The attached evaluation instrument was used to identify the materials included on the list.

Teaching for communication
The basic goal of the program is that the students will be able to communicate in German about real matters that are of interest and relevance to them.

Integration of subject-content from the regular elementary school curriculum into the German curriculum
Integration of subject content enhances thinking skills and academic skills and also provides a meaningful topic for communication. In addition it partially answers the question of where to find time in the curriculum for an elementary school foreign language program. If subject content skills and concepts are taught or reinforced in the German class, then a stronger justification for the role of a foreign language in the curriculum can be built.

Functional use of grammar
The curriculum is organized according to topics that are meaningful to the students, and the grammar that is taught supports the ability of the students to communicate about those topics.

Consistent use of the target language
The language of the classroom is German. When English is used in rare instances, the transition between languages is careful and deliberate and only one language is used at a time. The languages are never mixed.

Promotion of intercultural understanding
Students in the German class have experiences with the culture of all the German-speaking cultures that help them to value cultural diversity.

Use of concrete materials
Visuals, props, realia and hands-on activities are an integral part of instruction.

Age-appropriateness
Activities are geared to the needs and interests of students at the level of instruction.

Learner-centered
Activities are learner-centered and not teacher-centered, in that they reflect the interests of the specific learner group and their interactions.

Spiral approach
Language concepts and topics are constantly reentered so that students can internalize and expand on the material they have learned.

Flexibility
The program, materials and planned activities are flexible so as to best meet the needs of each individual student and group of students.

EVALUATION CRITERIA

The attached evaluation criteria reflect our understanding of what materials should look like in a German program that reflects the philosophy outlined above.

EVALUATION CRITERIA FOR

K - 8 GERMAN TEACHING MATERIALS

Name of materials_____ Teacher's manual ___ Eng ___ Ger ___ None

Author_____Source_____ Date _____

Intended age/grade level_____ Intended program model_____

Intended language development level____beginners ____intermediate ____advanced

Description _____

_____

_____

_____

Goals

Goals of the program or authors are clearly stated	1 2 3 4 5 NA
A scope and sequence is carefully developed and clearly presented	1 2 3 4 5 NA
The amount of vocabulary used in each level is appropriate	1 2 3 4 5 NA
Materials reflect authentic use of language	1 2 3 4 5 NA
Materials are suitable for the intended audience (Age, interests, background)	1 2 3 4 5 NA

Organizing principles

Communication rather than grammar serves as the organizing principle	1 2 3 4 5 NA
Work with grammar concentrates on functional use rather than analysis	1 2 3 4 5 NA
Activities focus on meaning rather than on form	1 2 3 4 5 NA
Use of English is avoided in student materials and discouraged in the activities described in the teacher manual	1 2 3 4 5 NA
Materials reflect awareness of current methodology	1 2 3 4 5 NA
Materials are oriented to activity and experience rather than to exercise and drill	1 2 3 4 5 NA
Materials are organized according to themes	1 2 3 4 5 NA
Materials provide opportunities for meaningful, purposeful language use	1 2 3 4 5 NA
Materials develop a solid listening and speaking base upon which to build reading and writing skills	1 2 3 4 5 NA
Materials provide for a variety of types of classroom organization, i.e. pairs, small groups, individual work	1 2 3 4 5 NA

Culture

Culture is integrated into the program materials 1 2 3 4 5 NA

There is an emphasis on experiencing culture rather than learning about culture 1 2 3 4 5 NA

Culture is presented from a global perspective rather than focusing on a single country, region, or ethnic group 1 2 3 4 5 NA

The situations and language presented are culturally authentic and up-to-date 1 2 3 4 5 NA

Materials promote an appreciation of the value and richness of cultural diversity and international understanding 1 2 3 4 5 NA

Resources are provided for songs, games, and children's literature 1 2 3 4 5 NA

Subject-Content and Thinking Skills

Provision is made for the teaching of grade-appropriate subject content in the target language and/or interdisciplinary content/activities 1 2 3 4 5 NA

Materials are conducive to the development of higher-order thinking skills, and not restricted to rote learning 1 2 3 4 5 NA

There are opportunities for students to personalize both language and cultural learning 1 2 3 4 5 NA

Bias

Illustrations and text are free of racial, gender, and cultural bias 1 2 3 4 5 NA

Flexibility

Materials are adaptable to different program models and time allocations 1 2 3 4 5 NA

Materials provide options for a variety of student learning styles--visual, auditory, kinesthetic 1 2 3 4 5 NA

Physical Characteristics

Student materials are visually oriented 1 2 3 4 5 NA

Core material includes color illustrations & photographs 1 2 3 4 5 NA

The size of print in student materials is the same as that used in subject-content textbooks at the same grade level 1 2 3 4 5 NA

The materials are durable 1 2 3 4 5 NA

Support Materials

Teacher's manual is practical and useful (English version) 1 2 3 4 5 NA

Teacher's manual is practical and useful (German version) 1 2 3 4 5 NA

There is a variety of support materials available 1 2 3 4 5 NA

Taped materials feature native-speaker voices speaking naturally in presentation of songs, rhymes, and stories. 1 2 3 4 5 NA

Budget

Materials are affordable 1 2 3 4 5 NA

adapted from Curtain, H.A. and C.A. Pesola Languages and Children: Making the Match. Reading, MA: Addison-Wesley, 1988, p. 230-232

RECOMMENDED CORE MATERIALS K-8

DEUTSCH KONKRET
Teacher's manual: English/German — Date: 1983
Source: Langenscheidt — Intended age: 11 - 15
Grade level: 6 - 10
Intended program model: Middle School (& after FLES) (Level 1)
Intended language development level: Beginners, Intermediate

Textbook series. Texts 3 levels in 2 or 3 volumes, 2 Workbooks series, tapes, transparencies, tests, glossary. Series is designed for use at the middle/junior high level. Careful study of teacher's manual is necessary for effective use. Communicative approach, visual appeal are strong points of these materials.

DU UND ICH
Teacher's manual: German — Date: 1983
Authors: Göbel/Müller/Schneider — Source: Langenscheidt
Intended grade level: K - 1 — Intended program model: FLES
Intended language development level: Beginners

Books of materials on reproducible sheets. Handbook of complete directions and suggestions for use. Songbook.

HALLO PETER
Teacher's manual: German — Date: 1987
Authors: Weisgerber, Böhn, Urbanek — Source: Kessler
Intended age: 8 - 11
Intended program model: FLEX - Elementary
Intended language development level: Beginners

Textbook, workbook, vocabulary cards, audio-cassette, materials for one or two-year program. (3-4, 4-5, 5-6) preferably in grades 3-5. Basic language program for reading and writing skills. Other materials necessary to provide integrated program.

KOMM BITTE
Teacher's manual: German — Date: 1987
Author: Hermann Schuh — Source: Hueber
Intended age: 7 - 10 — Intended program model: FLES
Intended language development level: Beginners, Intermediate

Description: Intended for students with or without previous German background. Introduces listening, speaking, reading and writing. Complete textbook series-Teacher Handbook in German. If entire series is not adopted, teachers may find some components useful. Series may not be affordable because of price. Former editions can be used as an addition. Program can start in grade 2 or earlier (reading would begin in grade 3).

Components:

Kurs 1	Schüler	Lehrer
	Schülerheft 1 Arbeitsheft 1	Transparenten Cassette mit 12 Liedern Handpuppen (Fifi und Maxi)
Kurs 2	Schülerheft 2 Other materials levels 2 - 4 in preparation.	

Bild und Wort, 1974
Picture dictionary for program (useful picture resource for any program).

Recommend for use as reading/writing materials in a FLES program. Other activities must be used to integrate other subject areas into program.

LOS
Teacher's manual: German — Date: 1964
Source: Klett
Intended age: 7 - 13 — Intended program model: FLES/FLEX
Intended language development level: Beginner

Levels 1 and 2, thirty leaflets in each level. Each based on a theme. Although there is a progression of difficulty they can be used out of sequence. Limited use as supplemental material. Dated, published in the early 1960's. Extreme care must be used. Craft/activity ideas may be useful as a supplement.

WER? WIE? WAS?
Teacher's manual: German — Date: 1985
Author: Harold Seeger — Source: Gilde Buchhandlung, Bonn
Intended age: 8 - 12 — Intended grade level: 3 - 6
Intended program model: Fles
Intended language development level: Beginners

Textbook series designed for FLES Programs. Text in 2 levels, workbooks, teacher's manual, transparencies, cassettes, tests, slides.

SUGGESTED SEQUENCING OF MATERIALS FOR VARIOUS PROGRAM MODELS

This list has been divided into three categories: FLES, Immersion and FLEX. Immersion programs are those in which the usual curriculum activities are taught in the second language. In immersion programs the second language is both the medium and the object of instruction. FLES (Foreign Language in the Elementary School) is a type of elementary school foreign langauge program that is taught one to five times per week for class period of twenty minutes to an hour or more. (Minimum recommended time allotment is 30 minutes per day, 5 days per week.) Some FLES classes integrate other areas of the curriculm, but because of time limitations the focus of these classes is most often the second language and its culture. FLEX (Foreign Language Exploratory or Experience) programs are self-contained, short-term programs usually lasting from three weeks to a year. The goals in these programs are most often to introduce students to language study, and to motivate them to later formal language study.

Within each different type of program model the materials have been classified as commercially available materials or teacher-prepared materials. Materials for summer programs have also been included.

FLES

COMMERCIALLY AVAILABLE MATERIALS

Each of the programs listed below is a beginning program, intended for learners at the age/grade level indicated and written to appeal to their interests and to be appropriate to their developmental level. These texts can also be used in sequence, with the overlap between programs serving as a review. The teachers must make the decision when a group of learners has spent enough time in one text series and at what point in the next series the class should begin. Each of the models below suggests a possible sequencing of materials for a program that continues approximately through tenth grade.

For grades 11 and 12 we recommend a range of materials grouped around topics reflecting the learners' interests. Examples of such topics are: the generation gap, the peace movement, relationships between young people, etc. Learning subject content in the target language, Advanced Placement, and the International Baccalaureate program are other viable options at this level.
Intended grade range of teaching materials included below:

Du und Ich	K - 1
Komm Bitte	Entire series, grades 2 - 5
Wer? Wie? Was?	Books 1 and 2, grades 3 - 6
Deutsch Konkret	Books 1 - 3, grades 7 - 8

MODEL 1 Teaching German grades K - 12

Option A

Du und Ich -> Komm Bitte (Entire Series) -> Deutsch Konkret

Option 2

Du und Ich -> Komm Bitte (Book 1 only) -> Wer? Wie? Was? -> Deutsch Konkret

MODEL 2 Teaching German beginning in Grade 3
(Up to a full year of oral and non-textbook communicative work should take place before the textbook is carfully phased in.)

Wer? Wie? Was? -> Deutsch Konkret

MODEL 3 Teaching German beginning in Grade 5

Wer? Wie? Was? -> Deutsch Konkret

FLES

TEACHER PREPARED MATERIALS

K-5 (6)
Ferndale Public Schools Curriculum

Complete curriculum guide with content, rhymes, songs, and activities index. Flashcards, cassettes with booklets, worksheets, and storybooks are also available.

Lynn Haire
Ferndale Public Schools
725 Pinecrest
Ferndale, MI 48220

IMMERSION

TEACHER PREPARED MATERIALS

Partial and Total Immersion Guides

A good generic curriculum guide with no language specific content. Appropriate for a Kindergarten and Grade 1 immersion program.

Paul Garcia
School District of Kansas City
1211 McGee St
Kansas City, MO 64106

German Materials List

Extensive German curriculum materials list for grades K - 6.

Milwaukee Public Schools
82nd Street School German Immersion Program
3778 N 82nd Street
Milwaukee, WI 53222

Immersion Teacher Guide

Information on starting and developing a language immersion program.

Milwaukee Public Schools
Media Center
PO Drawer 10K
Milwaukee, WI 53201-8210

FLEX

COMMERCIALLY AVAILABLE MATERIALS

Hallo Peter
B. Weisgerber
Kessler Verlag, 1985

Available in USA. This book, workbook and teacher's guide would be appropriate for a one or two year program in grades 3-4; 4-5; or 5-6.

FLEX

TEACHER PREPARED MATERIALS

Iowa City FLEX Program (Grades 4,5 and 6)

Very detailed curriculum guide, includes list of topics, vocabulary structures and useful activities. Not all materials are public domain.

Elementary School Foreign Language Program
Iowa City Community School District
Iowa City, IA 52240

GERMAN SUMMER EXPERIENCES

Wir Sprechen Deutsch (285 pages)

Complete curriculum program with flashcards worksheets and lesson plans for a 4 week, 80 hour program. Could be adapted for use as a 1 year FLES program.

Available from:

Milwaukee Public Schools
Media Center
PO Drawer 10K
Milwaukee, WI 53201-8210

Campingplatz zum Wasserturm (25 page booklet)

Available from:

Tacoma German Language School
10333 Bridgeport Way SW
Tacoma, WA 98499

SUPPLEMENTAL (OTHER RESOURCES)

"Wie Achim zu einem Himbärchen Wurde"

Story Unit containing worksheets and teaching suggesions--58 pages.

"Das Bin Ich"

Communicative activities in booklet form, for immersion and FLES classes--35 pages.

Rainer E. Wicke
Alberta Education Language Services
11160 Jasper Avenue
Edmonton, Alberta T5K 0L2

German for Children

Contains a useful list of TPR (Total Physical Response) commands. Accompanying tape contains English translations of commands.

The Language School
909 4th Avenue
Seattle, WA 98104

To receive information regarding availabilty and prices for the above materials, please write to the addresses listed above.

SOME SUGGESTED SUPPLEMENTARY MATERIALS FOR A BASIC CLASSROOM LIBRARY

The following supplementary materials are identified as being useful for elementary school German programs developed according to the guidelines and role models described elsewhere in this document. They were selected exclusively from the materials submitted for consideration by the committee and do not represent a definitive list. We do, however, feel that this collection is representative of the variety and types of materials useful for a teacher beginning a program. Materials listed are available through American suppliers.

For more extensive listings, AATG offers the 36-page **Kinder Lernen Deutsch Bibliography** which contains recommendations for various topics and subject areas as well as for library books. This document is available at $4.00 a copy. For an even more comprehensive listing, AATG also offers the **Bibliography for the Teaching of German at Primary Level** developed by the LOTE Centre, Ministry of Education and the Education Committee of the Association of German-speaking Communities in New South Wales, Melbourne, Australia. This 72-page listing describes the content of several hundred materials, the language level, interest level and evaluation of the materials. This bibliography is available at $6.00.

DICTIONARIES

Amery, Heather and Cornelie Tücking. The First Thousand Words in German. Tulsa, OK: EDC Publishing Co. 1979.
Scenes and vocabulary arranged by topic.

Mein Erster Brockhaus. Ein buntes Bilder-ABC. Wiesbaden: F.A. Brockhaus, 1982.
Mainly pictures with captions, in color, arranged in alphabetical order.

SONGBOOKS

Sing mit mir. Die schönsten Volks und Kinderlieder. München: Meisinger Verlag, 1988.
Hardbound songbook with 146 songs, many incorporating Orff accompaniments, colorful pictures.

Diekmann, Anne. Das kleine Kinderliederbuch. 51 deutsche Kinderlieder. Zürich: Diogenes Verlag, 1979.
Small songbook with small notes, Orff accompaniments.

Dirx, Ruth and Renate Seelig. Kinderreime. Ravensburg: Otto Maier, 1987. 154 pages of rhymes for children, organized by rhyme type.

Brüder Grimm. Kinder- und Haus Märchen. Kornenburg: Carl Ueberreiter. A teacher source for stories to retell to children.

FAIRY TALES

Single fairy tale books from Boje Verlag, Erlangen

Der Wolf und die sieben Geisslein
Die Bremer Stadtmusikanten
Die goldene Gans

Pictures and text suitable for students to page through or as teacher resource.

Pestalozzi Verlag, Erlangen. Rotkäppchen, Hänsel und Gretel, Schneewittchen, Der Wolf und die s i e b e n Geisslein.

Small cardboard books for students or teacher.

READ-ALOUD BOOKS

Ehrlich, Susan. Es war Einmal. Lincolnwood, IL: National Textbook Company, 1984. (Das kleine rote Hahn, Goldlöckchen, der Junge und der Esel.) K - 1

Simplified texts for children to read, for teachers to read aloud, or as course material. A good balance of pictures to text.

Wild, Robin & Jocelyn. 1, 2, 3 - Bären sind in Haus. Ravensburg: Otto Maier, 1987. Grades 1-3.

The three bears turn the tables by visiting a "people" house. Numbers emphasized in the story. Excellent read-aloud book.

Krüss, James , and Lisl Stich. Henriette Bimmelbahn. Erlangen: Boje Verlag, 1985. Grades 1-3.

Fun with words and their sounds; good balance of pictures to text.

Waechter, Friedrich. Wir können noch viel zusammem machen. München: Parabel Verlag, 1973. Grades 3-4.

Study and activity book featuring animals, large pictures and minimal, large print.

Heine, Helme. Der Superhase. Köln: Gertraud Middelhauve Verlag, 1978. Grade 5-6.

Crazy story about a rabbit who wants to be famous. Large pictures.

Hill, Eric. *Ja, wo is' er denn?, *Flecki im Kindergarten, *Flecki auf Entdeckungsreise, *Flecki hat Geburtstag, *Flecki am Strand, *Flecki im Zirkus, *Flecki auf dem Bauernhof, *Fleckis erstes Weihnachtsfest, Flekis tolles Jahr, Fleckis A-B-C, Flecki und die Uhr, Flecki lernt zählen. Verband J.F. Schreiber; Österreichischer Bundesverlag.

Flecki books have very large print, pictures with doors that open(*). Each book deals mostly with a single concept.

EASY READERS

Lamont, Priscilla u. Tony Bradener. Steffi hat große Wäsche, Steffi geht schwimmen, Steffi und der Babysitter, Steffi und das Baby. Ravensburg: Otto Maier Verlag. Grades 1-3.

Simple readers, read-to-me books about daily life of a small child.

Gay, Michel. Hallo, kleiner Laster. Ravensburg: Otto Maier Verlag, 1987.

Simple reader with child-like pictures.

TEACHER RESOURCE

Baumann, Hans. Kasperle hat viele Freunde. Ravensburg: Otto Maier Verlag, 1971.
Kasperle plays serve as background for the teacher.

Plauen, E. O. and Franz Eppert. Vater und Sohn, Band 1 u. 2. München: Hueber Verlag, 1983.
Cartoons without words serve as conversation-starters. Teaching suggestions.

Bedarnik, Rose. Mein erstes Deutschbuch. Wien; Jugend u. Volk Verlag, 1977.
Worksheets with pictures. Some caution advised with reference to stereotypes and student sensitivity for American schools.

SUPPLEMENTARY

The Pappenheimers Oregon Public Broadcasting/ Langenscheidt.
Videotape -full 1/2 hour programs or 2-minute cartoon segments, Student book (cartoon segments), Audio tapes (Cartoon segments). Videotapes present authentic German situations interspersed with extensive English language commentary and translation. Cartoons review key vocabulary entirely in German. Audiotapes and student books reproduce cartoon content; student books include interlinear translation and phonetic transriptions. Supplementary for grades 2-5; cartoons useful with any age or level. Request text of German components from Oregon Public Broadcasting. As advertising medium on educational TV highly recommended.

Lohfert, Scherling. Wörter, Bilder, Situationen. München: Langenscheidt, 1983.
Black & white pictures incorporating thematic vocabulary.

Neuner, Wahle. Pauli Puhmanns Paddelbook. Zehn Lieder zum Singen, Spielen und Lernen. München: Langenscheidt, 1985. Grade 4 & up.
Songs of varying degrees of difficulty, accompanied by tape. Teaching suggestions developed for each song.

Jacobi-Vrigmaud, Irene. Sonne, Mond und Sterne. Bonn: Inter Nationes. Poetry, songs and games are woven into thematic supplementary units for children ages 8-10. Four color transparencies and a cassette tape of the rhymes and songs accompany the teacher handbook, some exercises incorporated with each unit.

Schröter, Rudolf. Ina und Udo. Frankfurt: Verlag Moritz Diesterweg, 1972. A primer for German children, limited by its age, but progression of vocabulary development builds reading skills.